



R-4 CITIZENSHIP SUMMARY OF COMPLIANCE STATUS OCTOBER 2021

SUPERINTENDENT CERTIFICATION

With respect to R-4 Citizenship taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- X Making Reasonable Progress
Making Reasonable Progress, with Exception
Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe.

Signed: [Signature] Superintendent Date: 10/25/2021

SCHOOL BOARD ACTION

With respect to R-4 Citizenship, the Board:

- X Accepts the report as making reasonable progress
Accepts the report as making reasonable progress, with exceptions
Finds the district failing to make reasonable progress

Summary Statement/Motion of the Board

Motion by Mr. Lembke to accept the R-4 Citizenship Monitoring Report as Making Reasonable Progress, seconded by Mr. Eastgate. Motion carried.

Signed: [Signature] Board President Date: 10/25/2021

**Data Analysis by Administration**

This section provides readers a summary of the data they are about to review.

Bismarck Public Schools (BPS) have continued to support positive behavior by providing a continuum of positive behavioral supports that include a core SEL curriculum (Second Step) and explicit instruction in regard to school-wide expectations.

Bismarck Public Schools continues to strive to create and sustain an engaging learning environment where our students reflect high levels of “Committed Engagement.” In comparison to others across North Dakota, BPS trends longitudinally above the state average in all three domains- Behavioral (55%), Cognitive (42%), and Emotional (45%) engagement, as well as the overall (48%) percentage.

Through the Choice Ready Framework, BPS works to ensure that students contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service. Indicators include completing 25 or more hours of community service (41.49% of 12th grade students), taking part in a career exploration experience (21.51% of 12th grade students), and completing a formal Capstone project (11 students) All numbers represent an increase over the most recent reporting period of 2018-2019. Efforts have been affected by COVID 19 factors that limit the ability to complete community activities.

Due to the requirement to graduate in North Dakota, 100% of our BPS 2021 graduating class passed the North Dakota Civics Exam.

During the 2020-2021 school year, we have adopted new baseline measurements to assess continuous improvement toward students applying their critical and creative thinking skills.

**R-4 Citizenship**

**Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.**

**Each Student Will:**

<p><b>4.1</b> Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</p>	<p><b>Making Reasonable Progress</b></p>
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**Superintendent Interpretation:** Through the North Dakota Choice Ready framework in order to ensure that all students are successfully departing high school they are to possess the Essential Skills necessary to be ready for life. One of those indicators is to complete 25 hours of Community Service. Two other areas relate to “Work-Based Learning Experience” and “Successfully completing a Capstone Project.

- **Choice Ready** is a new component in the North Dakota accountability system to measure whether our high schools prepare students that are ready for success upon graduation. The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness.

Green	Met or Increased
Blue	Flat or Decreased Under 2%
Yellow	Decreased 2% to 4.9%
Red	5% or More Decrease

<p><b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report completion for the ND Choice Ready Essential Skills indicator of 25 hours of Community Service.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b></p> <p><b>2020-2021</b>                  ND Choice Ready data indicates that in the 2020-2021 school year, 41.49% of 12th grade students had 25 hours or more of documented community service hours. This is an increase of 1.9% from the last reporting period of 2018-2019. BPS continues efforts to involve students in the community and collect information on student community service hours.</p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 15.28% of 12th graders had 25 hours or more of documented community service hours. This increased to 39.59% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in.</p>	

<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report completion for the ND Choice Ready Essential Skills indicator of completing a “Work-based Learning Experience.”</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b>  <b>2020-2021</b>                  ND Choice Ready data indicate that in 2020-2021, 21.51% of 12th graders had a documented “Career Exploration Experience.” This reflects a .11% decrease from 2018-2019 reporting period; however, we would assert that a degree of grace should be considered given that we were operating under Covid-19 limitations.</p> <p>Guidance from the ND Department of Public Instruction as of 8.19.20 noted changes to the Choice Ready Framework. The “Work-based Learning Experience” title under essential skills was changed to “Career Exploration Experience” We are requesting a change in the language of Indicator 2 to align with current DPI wording.  <a href="https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Choice%20Ready/ChoiceReadyChart.pdf">https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Choice%20Ready/ChoiceReadyChart.pdf</a></p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 just 2% of 12th graders had a documented “Work-based Learning Experience.” This increased to 21.62% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in work-based learning and to document information on student work-based learning.</p> <p>Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors. During the 2019-20 school year, Bismarck High School and Century High School have Practical Assessment Exploration System (PAES lab) experiences which will develop work-based learning skills. Legacy High School students will have access to either the BHS or CHS labs. The PAES labs will assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the computer technology, constructional/industrial, processing/production, consumer/service, and business/marketing.</p>	
<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 20% of students report completion for the ND Choice Ready Essential Skills indicator of “Successfully complete a Capstone Project.”</p>	<p><b>Making Reasonable Progress</b></p>

<p><b>Evidence:</b>  <b>2020-2021</b>                  ND Choice Ready data indicate that in 2020-2021 a total of 11 (1.21%) 12th grade students completed a formal Capstone project. This is an increase of 3 students (.29%) from the most recent reporting period of 2018-2019. There are concerted efforts under way to increase the number of students with the opportunity to engage in a personalized Capstone project.</p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 a total of 2 graduating seniors completed a formal capstone project. This is .24%. In 2018-2019 a total of 8 (.92%) graduating seniors completed a formal capstone project. BPS has been very tight on the criteria for what qualifies as a capstone and is working to expand training and opportunities.</p> <p>For both 2017-2018 and 2018-2019 the only experience that was used to qualify for the capstone was successful completion of GEN 411 or GEN 412 (Capstone Seminar). Additional options are being added as the desired student experience is further defined and data sources identified.</p>
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<p><b>Indicator 4:</b> Student results on the ND DPI Student Engagement Survey show increasing behavioral, cognitive, and emotional engagement at the committed level.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
<p><b>Evidence:</b>                  Data was collected by administering an eProve™ Student Engagement Survey to students in grades 3-12 in the winter of 2020 - 2021. This survey is designed to collect students’ responses to items about their learning experiences. The instrument is designed to categorize responses as “disengaged, compliant, or committed” in terms of quality of engagement through leveled/weighted questions aligned to those descriptors. The table below indicates the percentage of students in each grade band responding with a “committed” engagement level for the 2020-2021 school year.</p> <p>*The previous survey questions are no longer asked as part of the ND DPI Student Engagement Survey. Therefore, as this is the only ND Student Engagement Survey data available, we are recommending this change for the indicator.</p>	

**North Dakota Student Engagement Survey (Cognia)**

Grade	Target	n	20-21	n	21-22	n	22-23	n	23-24
<b>Behavior Engagement</b>									
3-5	50%	2815	70.98%	0	00.0%	0	00.0%	0	00.0%
6-8	50%	3003	49.68%	0	00.0%	0	00.0%	0	00.0%
9-12	50%	2950	45.12%	0	00.0%	0	00.0%	0	00.0%
<b>Cognitive Engagement</b>									
3-5	50%	2815	66.75%	0	00.0%	0	00.0%	0	00.0%
6-8	50%	3003	36.23%	0	00.0%	0	00.0%	0	00.0%
9-12	50%	2950	25.46%	0	00.0%	0	00.0%	0	00.0%
<b>Emotional Engagement</b>									
3-5	50%	2815	71.23%	0	00.0%	0	00.0%	0	00.0%
6-8	50%	3003	33.97%	0	00.0%	0	00.0%	0	00.0%
9-12	50%	2950	31.69%	0	00.0%	0	00.0%	0	00.0%

**Student Engagement Survey Summary**

2020-21 Grades 3-5 (Cognia)

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	1,998	70.98%	721	25.61%	96	3.41%
Cognitive	1,879	66.75%	830	29.48%	106	3.77%
Emotional	2,005	71.23%	442	15.70%	368	13.07%

Total number of students who responded = 2815

N - Number of Participants  
% - Percentage of Participants per Engagement Type

**Student Engagement Survey Summary**

2020-21 Grades 6-8 (Cognia)

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	1,492	49.68%	1,287	42.86%	224	7.46%
Cognitive	1,088	36.23%	1,583	52.71%	332	11.06%
Emotional	1,020	33.97%	1,379	45.92%	604	20.11%

Total number of students who responded = 3003

N - Number of Participants  
% - Percentage of Participants per Engagement Type

**Student Engagement Survey Summary**

2020-21 Grades 9-12 (Cognia)

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	1,331	45.12%	1,341	45.46%	278	9.42%
Cognitive	751	25.46%	1,967	66.68%	232	7.86%
Emotional	935	31.69%	1,458	49.42%	557	18.88%
Total number of students who responded = 2950				N - Number of Participants % - Percentage of Participants per Engagement Type		

**Each Student Will:**

4.2 Demonstrate cultural competency.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics and opinions.

- **Bullying** is defined as A) Pervasive - causing unwanted fear and/or harm (either physical or mental health), B) Persistent - on-going and one has not been able to make it stop) AND C) there is a power differential and one-sided.

<b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the area of Respect.	<b>Making Reasonable Progress</b>
<p><b>Evidence:</b>  <b>2020-2021</b>                      Elementary data for Respect is pulled from the standard "Relationship Skills." The definition of Relationship Skills is defined by CASEL (Collaborative for Academic, Social, and Emotional Learning) as "The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups." Classroom Teachers enter scores in Powerschool for respect based upon their observation of skill development. This data is pulled and shared at both the 2.5 and 3.0 level. As the elementary division continues to bring clarity to the definition of Respect and consistency in reporting, there has been improvement seen from 2019-20 to 2020-21 at both the 2.5 and 3.0 levels. The elementary division will continue to improve our Multi-Tiered Continuum of Support by focusing on PBIS (positive behavioral interventions and supports) and improving fidelity to interventions and supports.</p>	

Middle School: Middle School data is pulled from the standard of “Be Respectful”. Definition and scales for Respect were developed to be used by teachers across all three Middle Schools. Students receive grades in the area of “respect”. Data is gathered through PowerSchool. This data shows greater than 80% of students were considered proficient in the area of Respect in Spring 17-18, 18-19,19-20 and 20-21 at both the 3.0 and 2.5 target. Middle Schools have been supporting positive behavior by providing a continuum of positive behavioral supports that includes a core SEL curriculum(Second Step) and explicit instruction in regard to school-wide expectations. Middle Schools have also been working to bring consistency to reporting of data. The secondary division will continue to improve our Multi-Tiered Continuum of Support by focusing on PBIS (positive behavioral interventions and supports) and improving fidelity to interventions and supports.

**2019-2020 \***

The overall number of students at the elementary grades that were assessed and reported falls short of the cohort enrollment. An increased awareness from the building to district level to ensure more consistency on how we record respect, occurred during the 18-19 school year. Under the MTSS-B framework the work around Positive Behavioral Interventions and Supports (PBIS) has led to both divisions having created better synergy to flush out building schoolwide expectations for student behavior.

Starting with the 2019-2020 school year, the elementary divisions are now using CASEL competencies which will align more specifically to the area of respect. We are working to ensure there will be consistent reporting around the same expectations for students across the elementary level. There are connections to the OE-10 Learning Environment regarding the system's inputs to help support the circumstances necessary to influence the inputs into our schools to impact the desired student outcomes.

**Evidence: 3.0 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	933	83.4%	991	75%	1081	*41.9%	1073	51.4%
1	80%	875	83.5%	877	71.2%	1062	*49.6%	964	61.9%
2	80%	890	81.8%	929	73.4%	986	*54.8%	1004	64.7%
3	80%	850	88.7%	882	75.5%	961	*54.5%	1013	62.5%
4	80%	850	85.9%	1007	82.6%	1007	*62.4%	998	62.0%
5	80%	905	85.1%	972	75.6%	994	*60.7%	1016	69.4%
6	80%	927	91.5%	1086	86.9%	1132	90.1%	1070	87.6%
7	80%	1059	83.8%	1075	85.2%	1093	86.8%	1150	92.0%
8	80%	1001	86.6%	1014	85.7%	1096	87.4%	1088	89.6%

**Evidence: 2.5 Target for 19-20+. Unable to use 2.5 for prior years due to grade scale used.**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	933	83.4%	991	75%	1081	*68.2%	1073	77.4%
1	80%	875	83.5%	877	71.2%	1062	*73.2%	964	85.5%
2	80%	890	81.8%	929	73.4%	986	*78.6%	1004	86.5%
3	80%	850	88.7%	882	75.5%	961	*78.8%	1013	83.9%
4	80%	850	85.9%	1007	82.6%	1007	*83.0%	998	84.3%



5	80%	905	85.1%	972	75.6%	994	*84.9%	1016	87.0%
6	80%	927	91.5%	1086	86.9%	1130	99.6%	1070	99.6%
7	80%	1059	83.8%	1075	85.2%	1093	98.8%	1150	99.4%
8	80%	1001	86.6%	1014	85.7%	1095	98.8%	1088	99.3%

**Each Student Will:**

<b>4.3</b> Demonstrate global awareness.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** Success in the new global economy will require students to better understand our global interdependence. We must ensure that educational opportunities exist for students to learn, understand, and apply their understanding of the influences (political, economic, religious, societal, intellectual, and the arts) upon other regions of the world, cultures, and history.

- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.	<b>Making Reasonable Progress</b>
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**Evidence: 3.0 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	688	45.1%	870	53.2%	940	57.0%	994	79.1%
1	80%	875	47.7%	985	47.9%	1029	54.0%	1006	71.2%
2	80%	865	37.2%	1000	38.8%	993	40.3%	1010	67.3%
3	80%	882	42.1%	1000	40.1%	963	41.4%	959	61.9%
4	80%	1078	54.8%	1028	51.9%	980	44.6%	1001	52.2%
5	80%	1045	36.7%	1063	33.3%	1040	31.7%	1013	32.9%
6	80%	1041	29.7%	1065	28.5%	1104	27.4%	990	34.6%
7	80%	985	22.3%	1041	27.4%	1070	35.6%	1124	51.7%
8	80%	960	19.4%	1004	18.7%	1086	25.1%	1075	21.2%

**Evidence: 2.75 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	684	70.8%	870	80.0%	940	73.1%	994	88.0%
1	80%	870	73.3%	984	80.8%	1029	76.4%	1006	89.6%
2	80%	864	64.9%	1000	64.1%	993	63.1%	1010	85.7%
3	80%	881	66.9%	1000	62.6%	963	64.7%	959	78.6%
4	80%	1073	79.0%	1028	74.3%	980	66.7%	1001	70.1%
5	80%	1045	60.7%	1063	57.0%	1040	50.9%	1013	57.4%
6	80%	1041	54.3%	1063	55.5%	1104	53.4%	990	46.4%
7	80%	982	42.8%	1040	44.7%	1070	58.5%	1124	52.5%
8	80%	960	36.6%	1002	35.8%	1086	48.3%	1075	38.7%

**Evidence: 2.50 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	684	81.3%	870	84.8%	940	83.0%	994	94.5%
1	80%	870	92.1%	984	91.9%	1029	92.8%	1006	96.1%
2	80%	864	85.8%	1000	84.6%	993	81.4%	1010	93.9%
3	80%	881	84.4%	1000	81.4%	963	83.7%	959	88.4%
4	80%	1073	90.3%	1028	86.3%	980	81.3%	1001	82.7%
5	80%	1045	78.4%	1063	75.7%	1040	71.7%	1013	76.6%
6	80%	1041	74.6%	1063	74.9%	1104	73.6%	990	69.3%
7	80%	982	64.0%	1040	68.9%	1070	77.7%	1124	81.8%
8	80%	960	54.3%	1002	53.0%	1086	64.3%	1075	54.5%

<b>Indicator 2:</b> Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking.	<b>New Baseline for 2020-2021</b>
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**Evidence:****BPS Student Survey**

Grade	Target	n	20-21	n	21-22	n	22-23	n	23-24
<b>Critical Thinking - I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)</b>									
<b>K-5*</b>	80%	*95.3%	82.14%	n	00.0%	0	00.0%	0	00.0%
<b>6-8</b>	80%	*88.1%	69.99%	n	00.0%	0	00.0%	0	00.0%
<b>9-12</b>	80%	*83.6%	78.50%	n	00.0%	0	00.0%	0	00.0%
<b>Creative Problem Solving - I solve complex problems by creatively thinking about solutions)</b>									
<b>K-5*</b>	80%	*95.3%	82.44%	n	00.0%	0	00.0%	0	00.0%
<b>6-8</b>	80%	*89.1%	63.36%	n	00.0%	0	00.0%	0	00.0%
<b>9-12</b>	80%	*83.6%	61.90%	n	00.0%	0	00.0%	0	00.0%

**Each Student Will:**

<b>4.4</b> Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** Students will know, understand, and apply the necessary attributes that citizens must have in order to be productive and active participants at the local, state, and national level.

- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.	<b>Making Reasonable Progress</b>
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**Evidence: 3.0 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	688	45.1%	870	53.2%	940	57.0%	994	79.1%
1	80%	875	47.7%	985	47.9%	1029	54.0%	1006	71.2%
2	80%	865	37.2%	1000	38.8%	993	40.3%	1010	67.3%
3	80%	882	42.1%	1000	40.1%	963	41.4%	959	61.9%
4	80%	1078	54.8%	1028	51.9%	980	44.6%	1001	52.2%
5	80%	1045	36.7%	1063	33.3%	1040	31.7%	1013	32.9%
6	80%	1041	29.7%	1065	28.5%	1104	27.4%	990	34.6%
7	80%	985	22.3%	1041	27.4%	1070	35.6%	1124	51.7%
8	80%	960	19.4%	1004	18.7%	1086	25.1%	1075	21.2%

**Evidence: 2.75 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	684	70.8%	870	80.0%	940	73.1%	994	88.0%
1	80%	870	73.3%	984	80.8%	1029	76.4%	1006	89.6%
2	80%	864	64.9%	1000	64.1%	993	63.1%	1010	85.7%
3	80%	881	66.9%	1000	62.6%	963	64.7%	959	78.6%
4	80%	1073	79.0%	1028	74.3%	980	66.7%	1001	70.1%
5	80%	1045	60.7%	1063	57.0%	1040	50.9%	1013	57.4%
6	80%	1041	54.3%	1063	55.5%	1104	53.4%	990	46.4%
7	80%	982	42.8%	1040	44.7%	1070	58.5%	1124	52.5%
8	80%	960	36.6%	1002	35.8%	1086	48.3%	1075	38.7%

**Evidence: 2.5 Target**

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
K	80%	684	81.3%	870	84.8%	940	83.0%	994	94.5%
1	80%	870	92.1%	984	91.9%	1029	92.8%	1006	96.1%
2	80%	864	85.8%	1000	84.6%	993	81.4%	1010	93.9%
3	80%	881	84.4%	1000	81.4%	963	83.7%	959	88.4%
4	80%	1073	90.3%	1028	86.3%	980	81.3%	1001	82.7%
5	80%	1045	78.4%	1063	75.7%	1040	71.7%	1013	76.6%
6	80%	1041	74.6%	1063	74.9%	1104	73.6%	990	69.3%
7	80%	982	64.0%	1040	68.9%	1070	77.7%	1124	81.8%
8	80%	960	54.3%	1002	53.0%	1086	64.3%	1075	54.5%

**Indicator 2:** Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.

**Making Reasonable Progress**

**Evidence:** For the 2021 graduating class, there were 858 of 858 graduates (100.0%) that passed the North Dakota Civics exam. The average passing score for the students was 85.42%. \*The Civics Exam was open for students to take outside of school due to the COVID-19 pandemic during the 2020-2021 school year. Scores may have been affected by this change.

**Each Student Will:**

4.5 Be able to think critically, analyze, and evaluate information to make informed decisions.	<b>New Baseline for 2020-2021</b>
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**Superintendent Interpretation:** The success skills indicators that we will already be providing contextualized evidence of as part of the academic results indicators by subject area.

- **Critical and creative thinking** refers to the success skills which include critical thinking, creativity, collaboration and communication. Done well, students will collect, assess and analyze relevant information, reason effectively, reflect critically on learning experiences, use a wide range of idea creation techniques to create new and worthwhile ideas, work collaboratively in teams for sustained periods of time to develop high quality products, and communicate ideas through the creation of authentic products using a combination of words, data, and visual representations to inform, persuade and entertain others.
- **Routine application** means evidence (e.g. eleot/classroom observation data, survey data, Danielson, ND DPI student engagement survey (ESSA), AdvancED survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

<b>Indicator 1:</b> Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in all subject areas.	<b>New Baseline for 2020-2021</b>
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**Evidence:**

**BPS Student Survey**

Grade	Target	n	20-21	n	21-22	n	22-23	n	23-24
<b>Critical Thinking - I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)</b>									
K-5*	80%	*95.3%	82.14%	n	00.0%	0	00.0%	0	00.0%
6-8	80%	*88.1%	69.99%	n	00.0%	0	00.0%	0	00.0%
9-12	80%	*83.6%	78.50%	n	00.0%	0	00.0%	0	00.0%
<b>Creative Problem Solving - I solve complex problems by creatively thinking about solutions)</b>									
K-5*	80%	*95.3%	82.44%	n	00.0%	0	00.0%	0	00.0%
6-8	80%	*89.1%	63.36%	n	00.0%	0	00.0%	0	00.0%
9-12	80%	*83.6%	61.90%	n	00.0%	0	00.0%	0	00.0%

### Capacity Building

This section provides new inputs by administration placed into practice or protocol since this data was collected.

#### Input by Administration

It is recommended that the School Board conduct a workshop in order to:

1. Examine consideration for moving and acknowledging the duplication of most of these indicators.
2. Discuss the interpretation and corresponding evidence desired for the R-4 Citizenship policy.

- **Curriculum**

- K-5
  - Prioritization of K-5 standards complete
  - Curriculum maps (pacing guides) to streamline coverage of prioritized standards
  - Evaluation of curriculum resources specific to social studies in process
- 6-12
  - Guiding Coalition Team of teachers formed
  - Pacing guides utilized and revised
  - Vertical alignment of standards under review (5,8,US History and Gov)
  - Concentrated review of 8th grade US History in process
  - Review/Revision of proficiency scales to reflect real world connections/applications/ habits of mind in process
- SEL
  - Crosswalk and alignment of CASEL competencies with prioritized academic standards K-12

- **Instruction/Assessment**

- Proficiency scales created based on prioritized standards with Dr. Phil Warrick.
- Training on student friendly scale use and assessment creation
- Integration of history and modern context through habits of mind thinking strategies
- Feeder system PLC work on alignment across divisions related to effective teaching strategies
- The ND Civics Exam (graduation requirement) was moved from middle school to high school with the adoption of the new 2020 ND State Social Studies Standards.
- A self-paced module was created for the ND Civics Exam to accommodate students needing additional learning opportunities
- Instructional frameworks being designed by buildings to promote student agency and inclusive learning experiences

- **Professional Learning Opportunities**

- Secondary Social Studies teachers engaged in content specific training around new standards & content
- Culturally Responsive Teaching and the Brain Book Club
- Fostering Resilient Learners Book Club
- Job-embedded K-5 Writer's Workshop (informative and opinion) and implementation sessions
- Book study offered on creativity in all classrooms

- Teacher, Leader, and coach training on use of proficiency scales in academic and behavioral contexts
- Personalized and Authentic Learning (PALs) partnership with University of Mary to support student teachers

- **Respect Using CASEL Competencies**

The elementary division made a significant change during 2019-20 in moving to the CASEL Competencies as the reported behavior standards. The accompanying proficiency scales are also new to the process which requires a unified approach and understanding of proficiency for kindergarten – 5<sup>th</sup> grade students based upon developmental expectations.

**Suggested Changes by Administration**

**4.1 Citizenship**

**Superintendent Indicator of Compliance:**

<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report completion for the ND Choice Ready Essential Skills indicator of completing a <del>“Work-based Learning Experience Career Exploration Experience.”</del></p>	
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Rationale: This will allow Indicator 2 to match a wording change from ND Choice Ready.

**4.1 Citizenship**

**Superintendent Indicator of Compliance:**

<p><del><b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report that they agree with the following statements from the ND Student Engagement Survey:</del></p> <ul style="list-style-type: none"> <li><del>● I apply what I learn to everyday problems or new situations. (SES-Q 9)</del></li> <li><del>● My classes prepare me for success in the work force. (SES-Q 8)</del></li> <li><del>● The skills I am learning in class change the way I think about things. (SES-Q 12)</del></li> <li><del>● I work on real-life problems (SI-D.1)</del></li> </ul> <p><del>*This survey is not administered annually</del>  <a href="#">Student results on the ND DPI Student Engagement Survey show increasing behavioral, cognitive, and emotional engagement at the committed level.</a></p>	
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Rationale: The original indicator refers to specific questions from the DPI Student Engagement Survey. The survey questions and the way data is reported was changed in 2020-2021.

### 4.3 Citizenship

#### Superintendent Indicator of Compliance:

<p><del>Indicator 2: Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking.</del></p>	
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Deletion of 4.3, Indicator 2 and addition of this data in 4.5, Indicator 1.

Rationale: BPS observations using the ELEOT tool were interrupted by COVID-19. In addition, there was also a recommendation that an alternative way to measure student success skills (creativity, critical thinking, communication, and collaboration) be investigated. The reason for this recommendation is to work from the BPS Portrait of a Learner as those skills and dispositions were derived from our community input and are now part of the district 2020-2025 strategic plan. The BPS Annual Student Survey will be used however it will not be able to report at the subject level. It is suggested that **this Indicator** be removed as the non-subject specific reporting on critical and creative thinking is reported later in this report in 4.5 - Indicator 1.

### 4.5 Citizenship

#### Superintendent Interpretation:

**Routine application** means evidence ~~(e.g. eleot/classroom observation data, survey data, Danielson, ND DPI student engagement survey (ESSA), AdvancED survey data)~~ indicates [from classroom observation, curricular and student work artifacts, and/or survey data](#) that critical and creative thinking is a clearly understood and regular part of the classroom environment.

Rationale: This language matches our current means of measurement available to BPS. Additionally, the language changes for the interpretation will provide the needed flexibility in adapting future reporting as necessary.